



School Improvement: Plan Writing Workshop

Welcome

August 2006

PowerPoint for School Improvement Plan Writing Workshops
<http://www.sde.state.id.us/sasa/>



School Improvement Plan

Required of schools not meeting
Adequate Yearly Progress



Does every school write a plan?

- **YES**, every school that does not meet AYP
- **Who can apply for additional funding?**
- Title 1A schools
 - in "Corrective Action"
 - in "Year 2 of Needs Improvement"
 - in "Year 1 of Needs Improvement"
 - *In "Safe Harbor"*

Eleven Components/10 Topics

How do they match up?

- 
1. Effective, research-based methods and strategies
 2. Comprehensive design with aligned components
 3. Professional development
 4. Measurable goals and benchmarks
 5. Support within the school
 6. Parental and community involvement
 7. Technical Support and Assistance
 8. Evaluation strategies
 9. Coordination of resources
 10. Extended instructional time
 11. Mentor program

- I. Purpose (Defined for you.)
- II. Needs Assessment Summary
- III. Evaluation Strategies:
Implementation of this plan
- IV. Instruction: Instructional Methods and Strategies; Extended Instructional Time
- V. Assessment Plan
- VI. Classroom Management
- VII. Professional Development and Career Program
- VIII. Parental and Community Involvement
- IX. School Management
- X. Coordination of Resources (budget)

NCLB "List"

Idaho Plan

Eleven Components/10 Topics

How do they match up?

Idaho Plan



Eleven Components/10 Topics

How do they match up?

Idaho Plan

-
- | | |
|--|--|
| 1. Effective, research-based methods and strategies | I. Purpose |
| 2. <u>Comprehensive design with aligned components</u> | II. Needs Assessment Summary |
| 3. Professional development | III. Evaluation Strategies:
Implementation of this plan |
| 4. Measurable goals and benchmarks | IV. Instruction: Instructional Methods and Strategies; Extended Instructional Time |
| 5. Support within the school | V. Assessment Plan |
| 6. Parental and community involvement | VI. Classroom Management |
| 7. External Support and Assistant | VII. Professional Development and Mentor Program |
| 8. Evaluation strategies | VIII. Parental and Community Involvement |
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Eleven Components/10 Topics

How do they match up?

Idaho Plan

-
- | | |
|--|--|
| 1. Effective, research-based methods and strategies | I. Purpose |
| 2. <u>Comprehensive design with aligned components</u> | II. Needs Assessment Summary |
| 3. Professional development | III. Evaluation Strategies:
Implementation of this plan |
| 4. Measurable goals and benchmarks | IV. <u>Instruction: Instructional Methods and Strategies; Extended Instructional Time (Including Curriculum Materials)</u> |
| 5. Support within the school | V. Assessment Plan |
| 6. Parental and community involvement | VI. Classroom Management |
| 7. External Support and Assistance | VII. Professional Development and Mentor Program |
| 8. Evaluation strategies | VIII. Parental and Community Involvement |
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Eleven Components/10 Topics

How do they match up?

Idaho Plan





Writing the Plan

- Get your Leadership Team together!
- Gather the data! Be prepared to let the data guide your decision making.



Writing the Plan

Title I schools/districts will complete
NCLB School Improvement Plan
located on the
Continuous Improvement Planning Tool
(CIP Tool)

www.sde.state.id.us/dept/

Data Collection→Continuous Improvement Planning (CIP) Tool

**Continuous Improvement Planning Tool
Password**

Schools: accreditation password

Districts: AYP password



Ten Essential Topics

- I. Purpose
- II. Needs Assessment Summary
- III. Evaluation Strategies:
Implementation of this plan
- IV. Instruction: Instructional Methods and
Strategies; Extended Instructional Time
- V. Assessment Plan
- VI. Classroom Management
- VII. Professional Development and Mentor
Program
- VIII. Parental and Community Involvement
- IX. School Management
- X. Coordination of Resources (budget)

All ten topics must be addressed!



I. Statement of Purpose



Writing the Plan

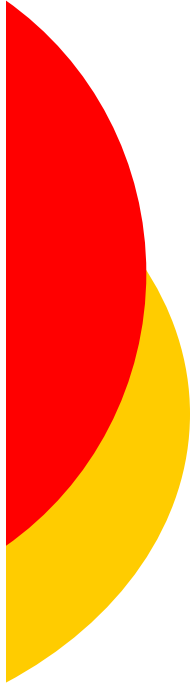
I. Statement of Purpose

Done for you.

Continuous Improvement Planning Tool

Schools: State and Federal Requirements →
No Child Left Behind School Improvement → Statement of Purpose

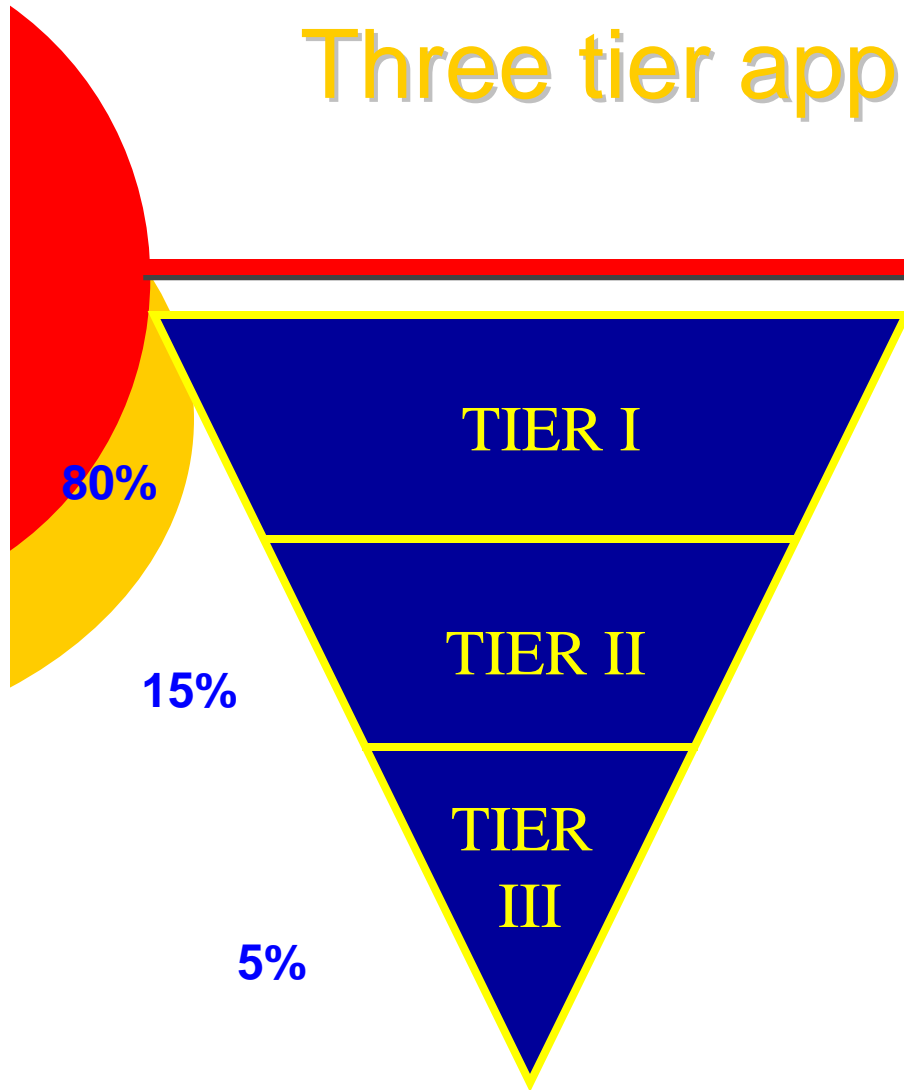
Districts: State and Federal Requirements →
No Child Left Behind District Improvement → Statement of Purpose



II. Instructional System:

Instruction Methods and
Strategies; Extended
Instructional Time;
Curriculum Materials

Three tier approach to Literacy

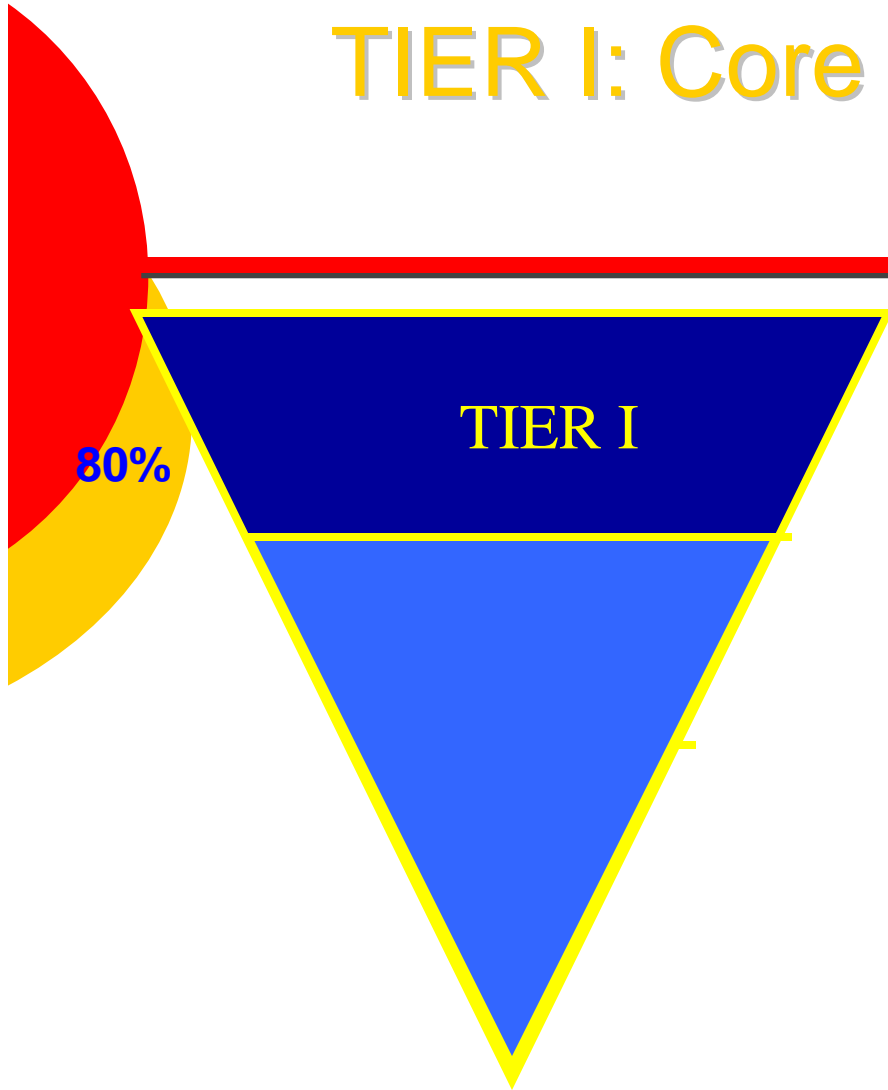


Layers of intervention
responding to student needs

Each tier provides more
intensive and supportive
intervention

Aimed at preventing reading
disabilities

TIER I: Core class instruction



The comprehensive approach
should reach 80% of the students

TIER I is comprised of three
elements

Core program

Benchmark testing of students to
determine instructional needs at
least three times a year – IRI/ISAT

What students should know and be
able to do- Standards

Ongoing professional development

TIER I: CORE CLASS INSTRUCTION (cont'd)

Focus

For all students

Program

Scientifically-based reading instruction and curriculum emphasizing the five critical elements of beginning reading

Time

90 minutes per day or more

Assessment

**Benchmark assessment at beginning, middle, and end of the academic year
Program Assessments**

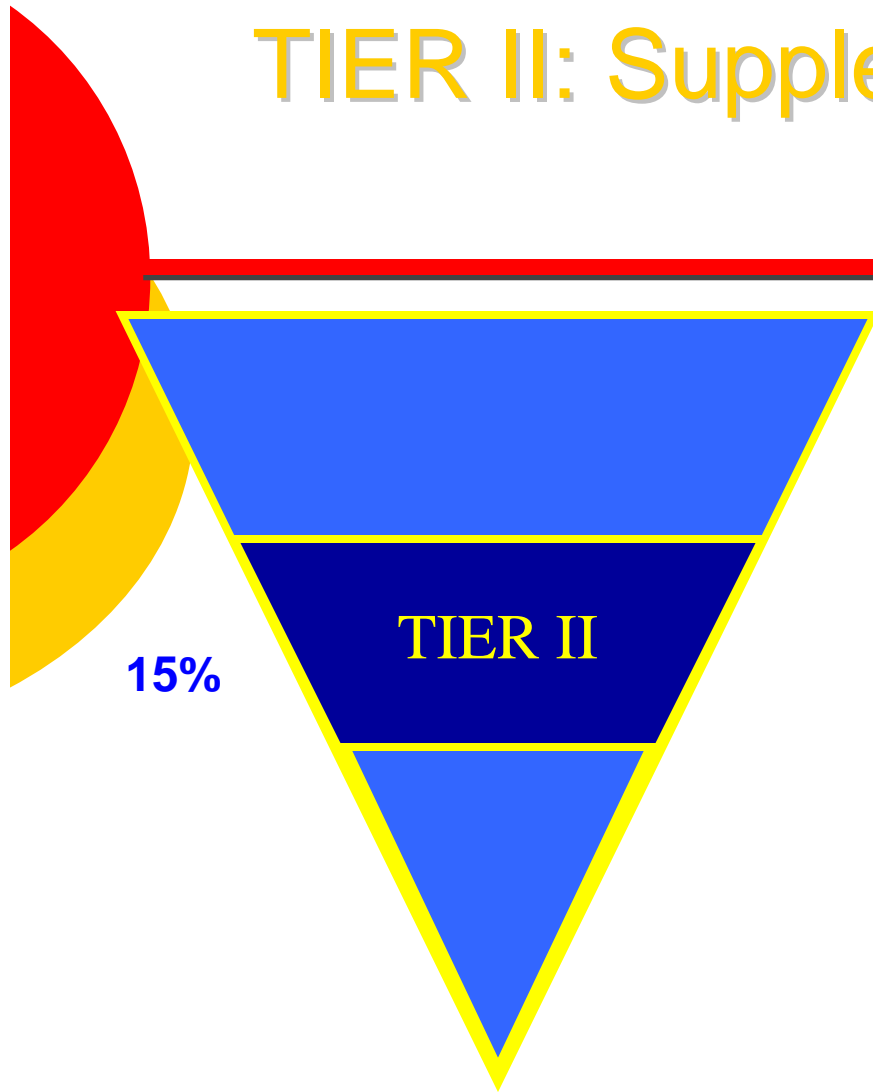
Interventionist

General education teacher

Setting

General education classroom

TIER II: Supplemental instruction



15% may need additional support

Tier II is small-group supplemental instruction in addition to the time allotted for core reading instruction.

Differentiated, scaffolded instruction

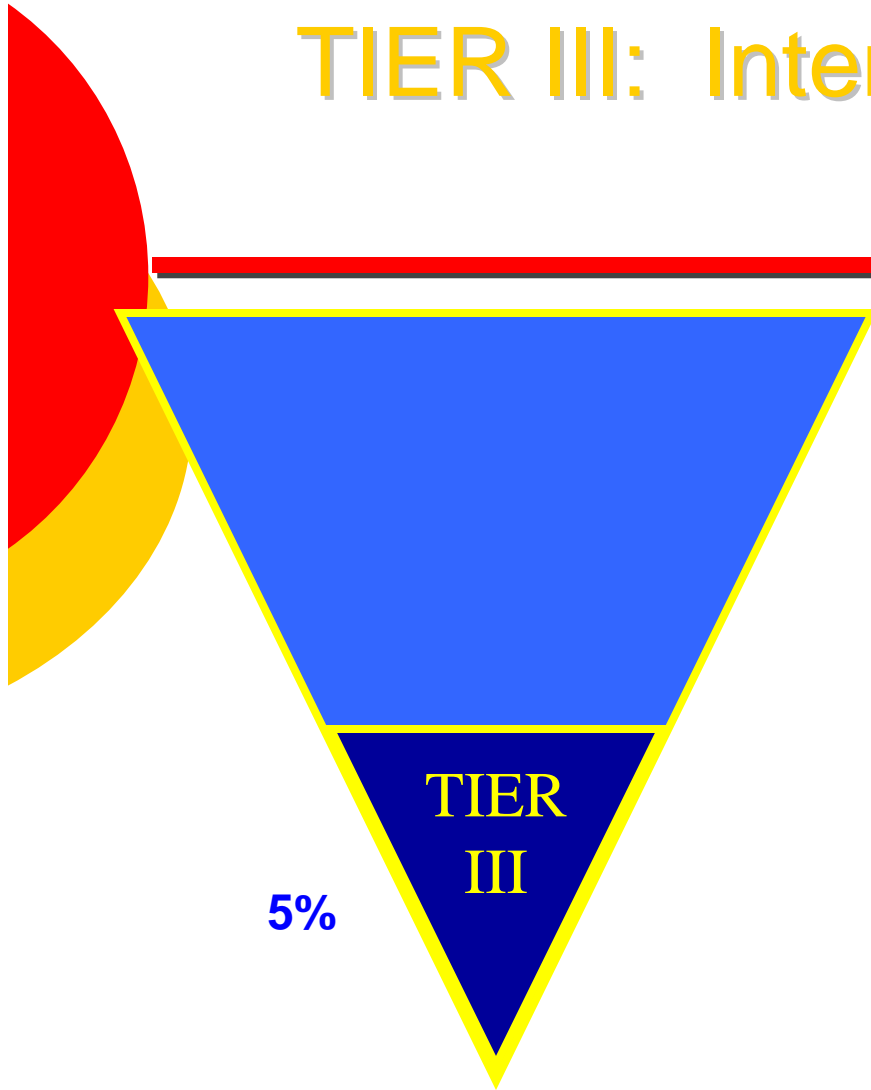
Tier II includes programs, strategies, and procedures designed and employed to *supplement, enhance, and support* Tier I.

TIER II: SUPPLEMENTAL INSTRUCTION

(cont'd)

Focus	For students identified with marked reading difficulties, and who have not responded to Tier I efforts
Program	Specialized, scientifically-based reading program(s) emphasizing the five critical elements of beginning reading
Grouping	Homogeneous small group instruction - differentiated
Time	Minimum of 30 minutes per day in small group in addition to 90 minutes of core reading instruction
Assessment	Progress monitoring twice a month on target skill to ensure adequate progress and learning
Interventionist	Personnel determined by the school (e.g., a classroom teacher, a specialized reading teacher, an external interventionist)
Setting	Appropriate setting designated by the school; may be within or outside of the classroom Push in/Pull out programs

TIER III: Intensive intervention



5% should truly require this level support

Tier III is intensive, strategic, alternate program of instruction or additional intensive instruction for a period of time for those students not responding to tier I and tier II instruction.

Entrance and exit criteria.

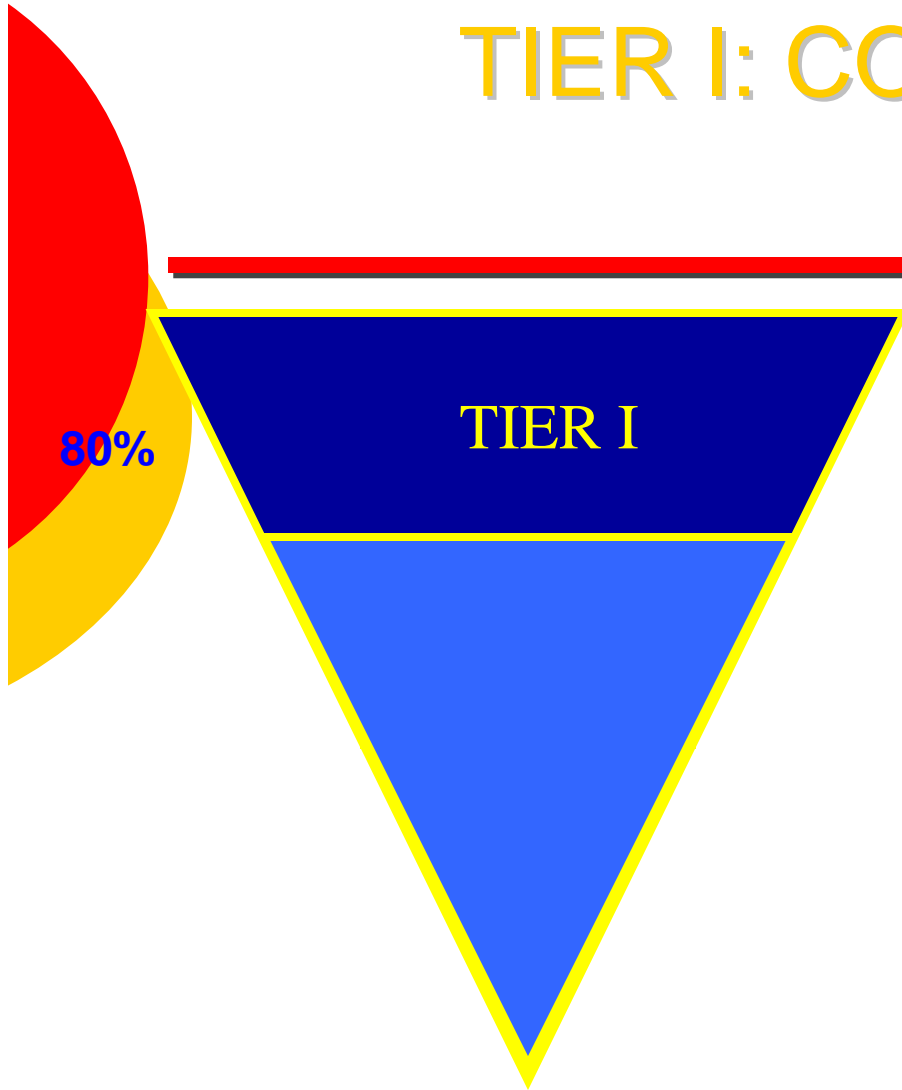
Include a transition plan for re-entry into core if using a replacement program

Small percentage of students who show marked difficulty in acquiring skills

TIER III: INTENSIVE INTERVENTION (cont'd)

Focus	For students with marked difficulties in reading or reading disabilities and who have not responded adequately to Tier I and Tier II efforts
Program	Sustained, intensive, scientifically-based reading program(s) emphasizing the critical elements of reading for students with reading difficulties/disabilities
Grouping	Homogeneous small group instruction
Time	In place of Tier 1 instruction Or continued additional time
Assessment	Progress monitoring twice a month on target skills to ensure adequate progress and learning
Interventionist	Personnel determined by the school (e.g., a classroom teacher, a specialized reading teacher, an external interventionist)
Setting	Appropriate setting designated by the school

TIER I: CORE program



The agreed upon set of behaviors, routines and protocols

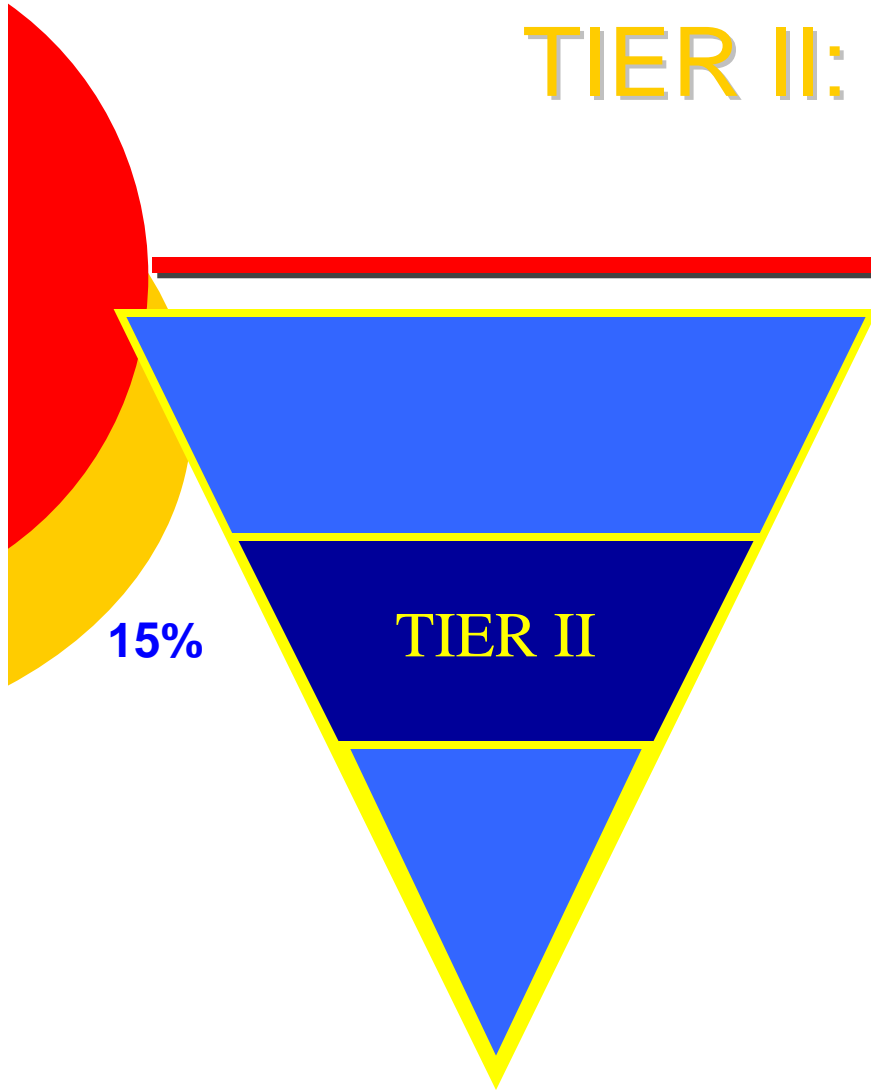
All students- no child is denied access to core knowledge

90 minutes

Assessments

Staff development

TIER II: Supplemental

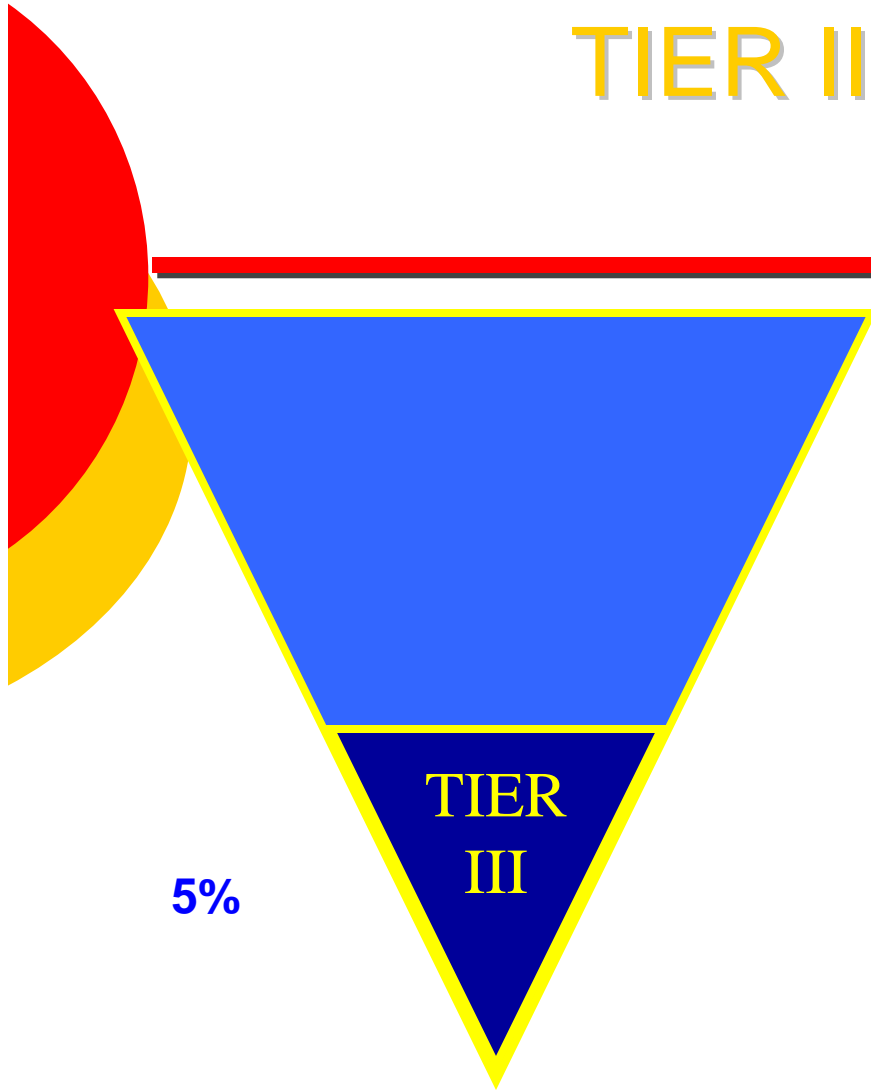


What instructional treatment will be provided?

Differentiated instruction

Scaffolding

TIER III: Intensive



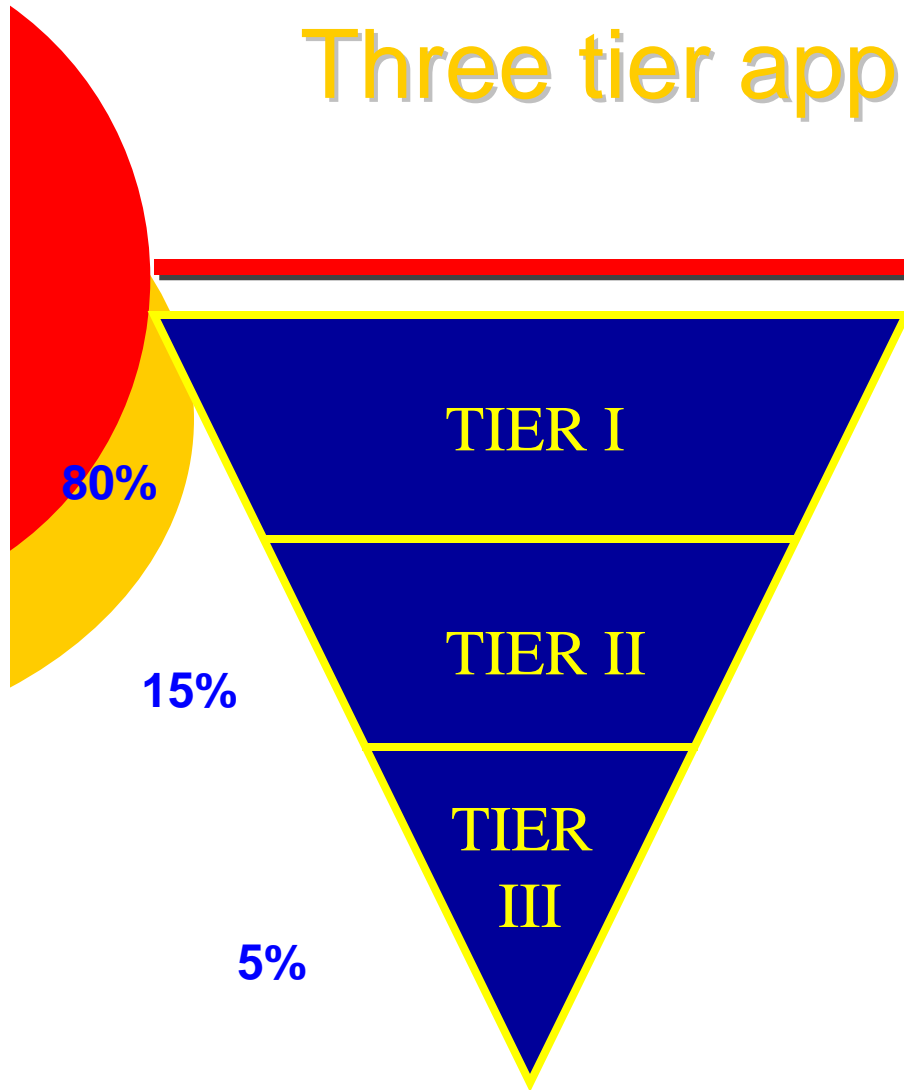
Intensive instruction

**Alternate program
or
additional intense instruction for a
period of time**

Entrance & Exit criteria

Re-entry transition plan

Three tier approach to Literacy

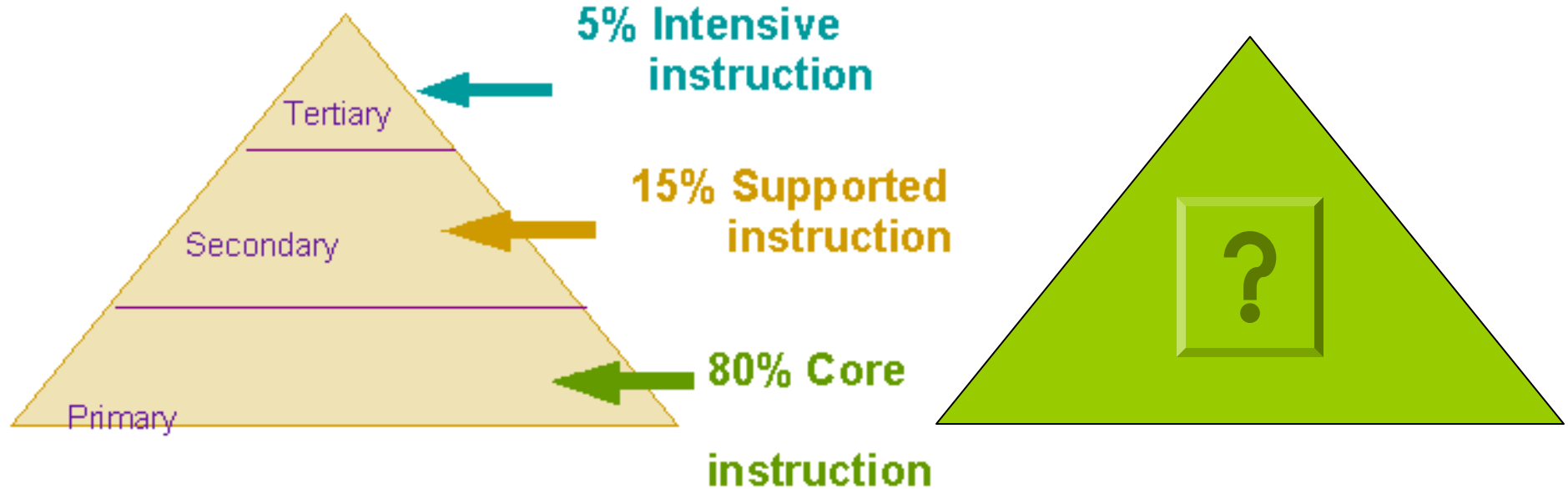


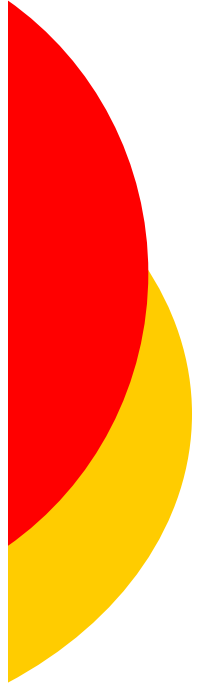
Layers of intervention
responding to student needs

Each tier provides more
intensive and supportive
intervention

Aimed at preventing reading
disabilities

What does your school look like?





Time?
Extended Time?
Instructional
Strategies?

Materials?

Person Responsible?

**RESEARCH
BASE?**



Writing the Plan

II. Instructional System: Instruction Methods and Strategies; Extended Instructional Time; Curriculum Materials



Include extended time

Continuous Improvement Planning Tool

Schools: Planning Components → Instructional Strategies

Districts: Planning Components → Instructional Strategies



III. Needs Assessment Summary



School A

- In year two of school improvement
- **92%** of students scored proficient on **Reading ISAT**
- **85%** of students scored proficient on **Math ISAT**
- **89%** of students scored proficient on **Language ISAT**
- Identified for not making adequate progress for Students with Disabilities in reading and math



School B

- Identified as not making adequate progress for:
 - Reading Proficiency
 - Math Proficiency
 - Hispanic Reading and Math Proficiency
 - LEP Reading and Math Proficiency
 - Economically Disadvantaged Reading and Math Proficiency
 - Students with Disabilities Reading and Math Proficiency

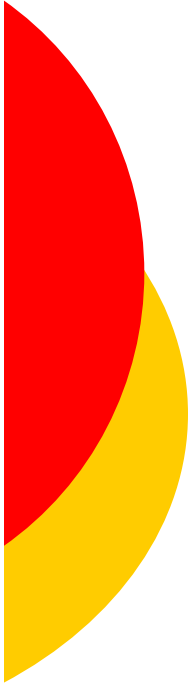


Needs Assessment

- Use a group process to discuss your data and the guiding questions for Part III: Needs Assessment



The conversation around answering the questions will guide you to create a ranked list of needs.



Needs Assessment in 3 Easy Steps

Objectives of a Needs Assessment:

- GATHER information that describes your school.
- ORGANIZE information to show any patterns of strengths and weaknesses.
- DEVELOP a list of prioritized needs.
- COMMUN ICATE prioritized needs to all stakeholders.



Step 1. Gather information that describes your school

Find survey or questionnaires that will help you gather data in the following areas:

- Student Achievement
- School Context and Organization
- Curriculum and Instruction
- Professional Development
- Family and Community Involvement



-
- Assign groups of 2-3 people from planning team to collect data in each of the five areas. Before the next meeting these groups should use the surveys or questionnaires to gather information about your school and make a list of strengths and weakness.
 - Groups need to include evidence to support their statements.
 - Resources:
 - SDE website/Schoolwide Planning Handbook
 - PET-R website
 - Other ideas???



Step 2. Organize information to show any patterns of strengths and weaknesses.

- Develop a list of prioritized needs.
- Give all members of planning team time to rank list of needs presented by each group (scale of 1-5). Use the rankings to develop a prioritized list in those areas that showed significant need.
- Resources:
 - SDE website/Schoolwide Planning Handbook
 - Other ideas????



Step 3. Communicate prioritized needs to all stakeholders.

Planning team establishes a procedure and timeline for communicating the Prioritized Needs to:

- Faculty/Staff
- District Personnel
- Parents
- Community

Decide on modes of communication:

- Newsletters
- Meetings
- Websites
- Other ideas????



Prioritizing

You may have more needs than you can address this year.

- Prioritize and defer less urgent action items to year 2.
- You may decide to address one or more of the ten topics with a maintenance objective.



Writing the Plan

III. Needs Assessment Summary

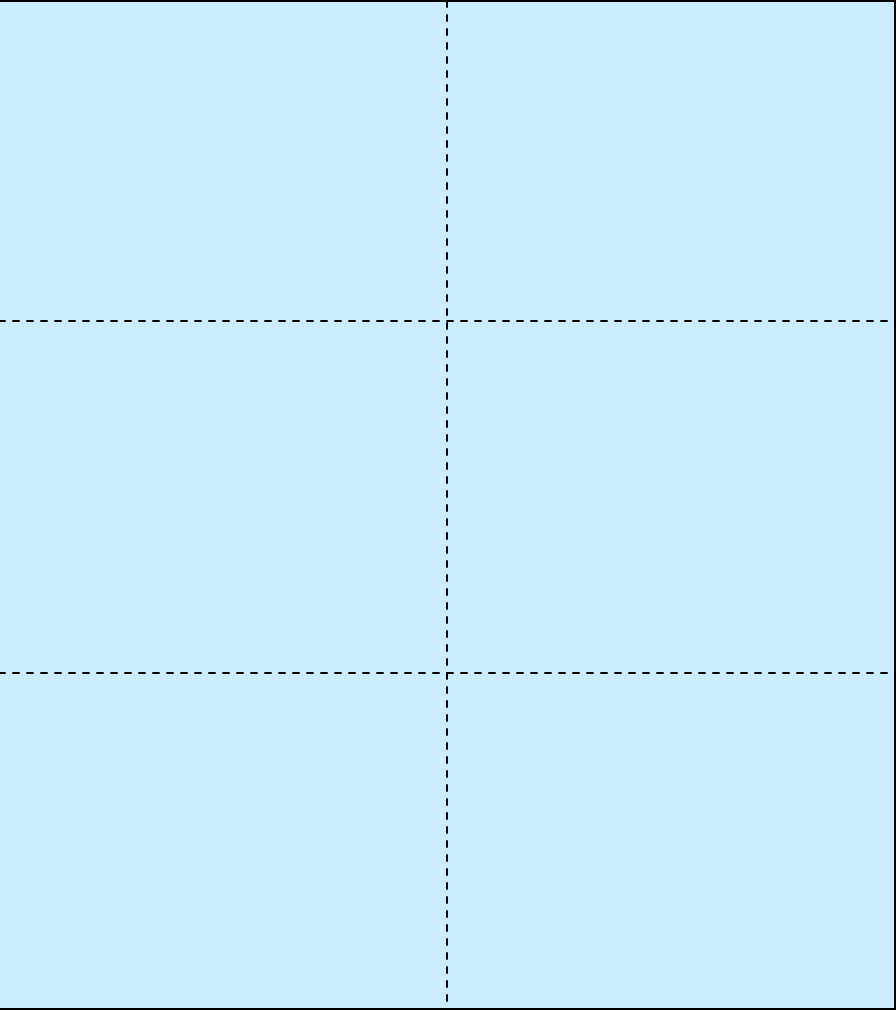
Continuous Improvement Planning Tool

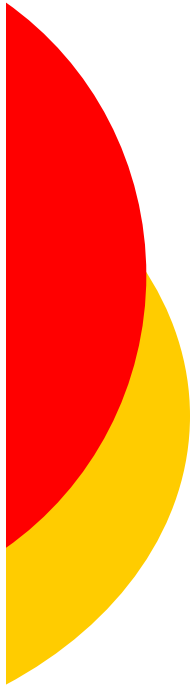
Schools: Needs Assessment → Needs Assessment

Districts: Needs Assessment → Needs Assessment

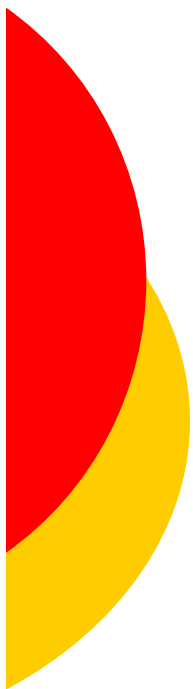


IV. Implementation and Evaluation Strategies



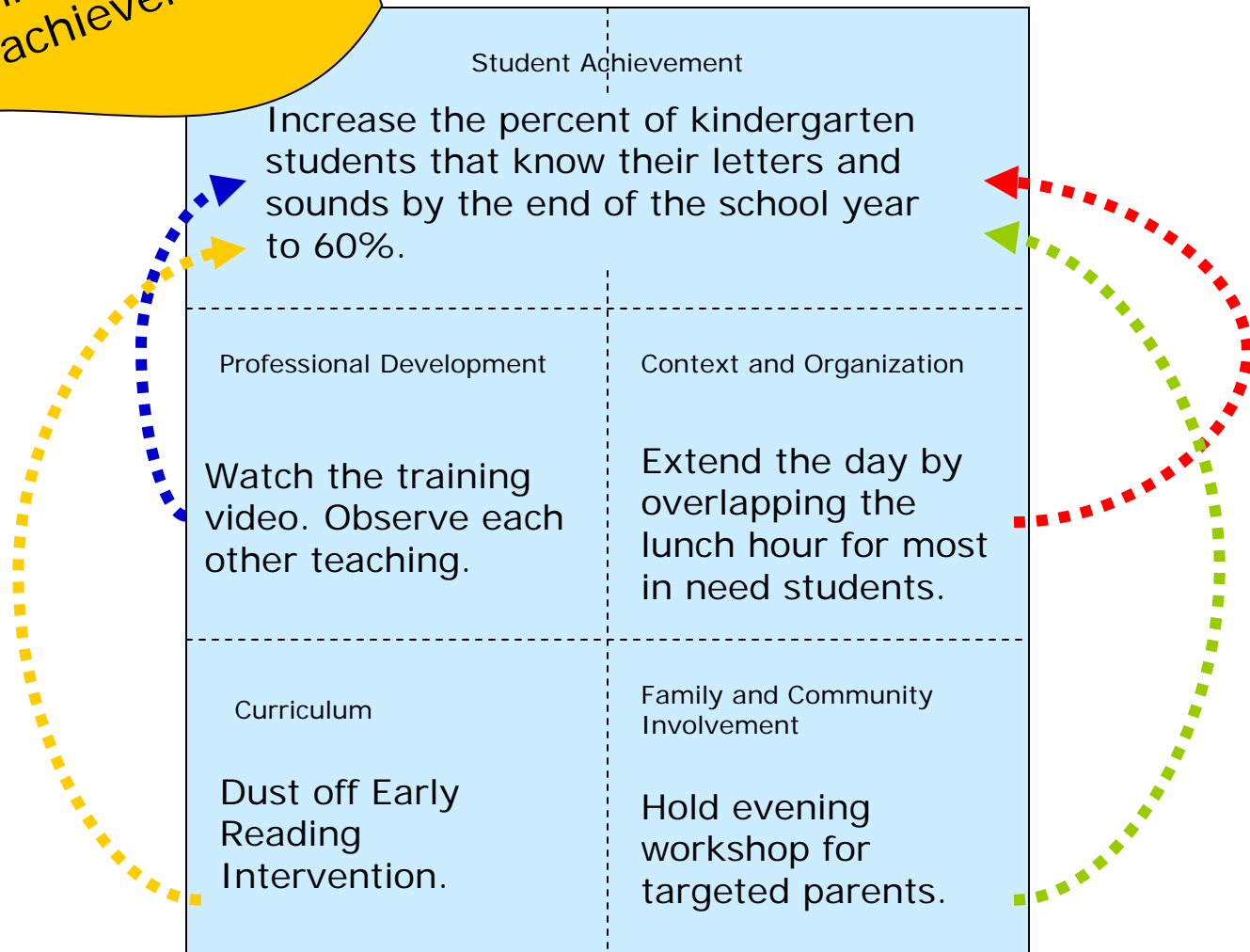


Student Achievement	
Professional Development	Context and Organization
Curriculum	Family and Community Involvement



Student Achievement	
Increase the percent of kindergarten students that know their letters and sounds by the end of the school year.	
Professional Development	Context and Organization
Watch the training video. Observe each other teaching.	Extend the day by overlapping the lunch hour for most in need students.
Curriculum	Family and Community Involvement
Dust off Early Reading Intervention.	Hold evening workshop for targeted parents.

All action strategies
are connected to
student achievement.






Be Thorough.....

Use your group process and guiding questions to address each of the topic areas and generate actions that address your objectives.

★ These will become your action strategies.



How do we write Evaluation Strategies?

Are they different from the Assessment Plan?

- Action Strategy → ○ Evaluation Strategy
- → ○
- → ○

For each identified “Need,” you will identify a way of measuring your progress or success.



<p>Student Achievement</p> <p>Increase the percent of kindergarten students that know their letters and sounds by the end of the school year from 60% to 72% on the year-end progress report.</p>	
<p>Professional Development</p> <p>Watch the training video. Observe each other teaching.</p> <p>Admin. observation of instruction.</p>	<p>Context and Organization</p> <p>Extend the day by overlapping the lunch hour for most in need students.</p> <p>Attendance</p>
<p>Curriculum</p> <p>Clean the dust off Early Reading Intervention.</p> <p>Progress monitoring data.</p>	<p>Family and Community Involvement</p> <p>Hold evening workshop for targeted parents.</p> <p>Survey.</p>



Writing the Plan

IV. Implementation and Evaluation Strategies

Continuous Improvement Planning Tool

Schools: Action Plan → Overall Goals.

Enter all objectives and action strategies under goal 4. Increase academic performance on statewide assessments.

Objectives → Add Another Objective (enter your objective including the evaluation) Take Action → Develop.

All of your goals, objectives, and action strategies can be seen
by returning to the Main Menu and clicking on Action Plan → Action Plan.

Districts: Action Plan → Overall Goals.

Enter all objectives and action strategies under goal 4. Increase academic performance on statewide assessments.

Objectives → Add Another Objective (enter your objective including the evaluation)

Take Action → Develop (enter the required information) → Save.

All of your goals, objectives, and action strategies can be seen
by returning to the Main Menu and clicking on Action Plan → Action Plan.



AND...

Continuous Improvement Planning Tool

Schools: Planning Components → Coordination of Programs

Districts: Planning Components → Coordination of Programs



Writing the Plan

V. Assessment Plan

Continuous Improvement Planning Tool

Schools: Planning Components → Monitoring and Evaluation of Student Progress

Districts: Planning Components → Monitoring and Evaluation of Student Progress



Writing the Plan

VI. Classroom Management

Continuous Improvement Planning Tool

Schools: Planning Components → School and Classroom Management Summary

Districts: Planning Components → Coordination of Programs →
describe how the continuous improvement planning incorporates existing district planning



Writing the Plan

VII. Professional Development and Mentor Program

Continuous Improvement Planning Tool

Schools: Planning Components → Highly Qualified Staff and Professional Development

Districts: Planning Components → Highly Qualified Staff and Professional Development



Writing the Plan

VIII. Parental Involvement



Be sure to include how you will notify parents of school improvement status.

Continuous Improvement Planning Tool

Schools: Planning Components → Parent and Family Involvement

Districts: Planning Components → Parent and Family Involvement



Writing the Plan

IX. School Management

Continuous Improvement Planning Tool

Schools: Planning Components → School and Classroom Management Summary

Districts: Planning Components → Coordination of Programs →
describe how the continuous improvement planning incorporates existing district planning



Writing the Plan

X. Coordination of Resources (budget)

Continuous Improvement Planning Tool

Schools: State and Federal Requirements →
No Child Left Behind School Improvement → Coordination of Resources

Districts: State and Federal Requirements →
No Child Left Behind School Improvement → Coordination of Resources



Submit **Budget Page** at the back of the instructions, if it makes your proposal more clear.



Completing the Application

Continuous Improvement Planning Tool

Schools:

- Strategic or Improvement Planning Committee: School Information → Committee Members
- Mission Statement: School Information → Mission Statements
- School Information: School Information → School Contact Information
- Overview of School Characteristics: School Information → Overview of School Characteristics

Districts:

- Strategic or Improvement Planning Committee: District Information → Committee Members
- Mission Statement: District Information → Mission Statements
- School Information: District Information → District Contact Information
- Overview of District Characteristics: District Information → Overview of District Characteristics



Include accreditation status and status of school improvement.



Submit Application

- Schools complete application and submit to LEA for review by November 1, 2006.
- Send original hard copies of certification and assurance pages with signatures to the SDE by December 15, 2006.

Continuous Improvement Planning Tool

Schools: State and Federal Requirements → No Child Left Behind school Improvement →
How to submit your plan → [Click here for assurance pages.](#)

Districts: State and Federal Requirements → No Child Left Behind school Improvement →
How to submit your plan → [Click here for assurance pages.](#)



Contact Us

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